



**Knowsley Central School
Governing Body**

**Committee
Terms of Reference**

Summer 2016

With reference to:

DfE Governors' Handbook January 2015

**The School Governance (Roles, Procedures and Allowances)(England)
Regulations 2013**

The constitution of governing bodies of maintained schools March 2015

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PART 1

It is strongly recommended that Parts 1 and 2 are read before proceeding to Part 3

1.1 Introduction

The overall purpose of a governing body is to help the school to provide the best possible education for pupils. The following extracts are taken from:

**[Governors' handbook January 2015](#)
[For governors in maintained schools, academies and free schools](#)**

1.2 Governing bodies' core functions

The department has high expectations of governing bodies. They are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing bodies is to [conduct the school with a view to promoting high standards of educational achievement at the school](#)¹.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a. **Ensuring clarity of vision, ethos and strategic direction;**
- b. **Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;** and
- c. **Overseeing the financial performance of the school and making sure its money is well spent.**

These functions are reflected in regulations for maintained schools² and in the criteria Ofsted inspectors use to judge the effectiveness of governance in both maintained schools and academies. They are also discussed further in [departmental advice](#) on the [Roles, Procedures and Allowances Regulations 2013](#)

This amounts to a demanding role for governing bodies. Evidence suggests that those that deliver it well do so by:

- understanding their strategic role – building a productive and supportive relationship with the headteacher while holding them to account for school performance and taking hard strategic decisions in the light of objective data;
- ensuring governors have the necessary skills and commitment, including to challenge the school to bring about improvement and hold leaders to account for performance;
- appointing an effective chair to lead and manage the governing body – [guidance](#) on the crucial role of the chair of governors, developed jointly with the National Governors' Association (NGA), is available on the [NCTL website. The NGA have also developed the Chair's Handbook, a guide for chairs and aspiring chairs of governing bodies \(there is a charge for this publication\)](#);

¹ Section 21(2) of the Education Act 2002.

² The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

- appointing a high quality clerk to advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively;
- evaluating their performance regularly in the light of Ofsted expectations and other good practice and making changes as necessary to improve their effectiveness; and
- governing more than one school, as in a MAT or maintained school federation, to develop a more strategic perspective and create more robust accountability through the ability to compare and contrast across schools.

Effective governing bodies also think carefully about how they are organised. This includes thinking about whether and how to use their powers to delegate functions and decisions to committees or individual governors. Governing bodies may decide to task individual governors to take an interest in a specific area, such as SEN, safeguarding or health and safety, but there is no legal requirement for either maintained schools or academies to do so. There are many different models and governing bodies are best placed to decide for themselves what will work best in their own circumstances. It is the overall governing body, however, that in all cases remains accountable in law, to Ofsted and to the local community for the exercise of its functions. The department expects every governing body to focus strongly on its core functions and to retain oversight of them.

It is essential that governing bodies recruit and develop governors with the skills to deliver their core functions effectively. However, it is equally important to emphasise that the skills required are those to oversee the success of the school, not to do the school's job for it. For example, a governor with financial expertise should use their skills to scrutinise the school's accounts, not to help prepare them. If a governor does possess skills that the school wishes to utilise on a pro bono basis, then it is important that this is considered voluntary work and not governance, and steps should be taken to ensure that this does not blur lines of accountability.

1.3 Setting vision, ethos and strategic direction

Governing bodies are the key strategic decision-making body of every school. It is their role to set the school's strategic framework and to ensure all statutory duties are met.

The governing body should ensure that the school has a medium to long-term vision for its future – which it may be helpful to articulate in a specific written vision statement. The governing body should also ensure that there is a robust strategy in place for achieving its vision. This strategy should address the fundamental questions of 'where are we now?', 'where do we want to be?', and 'how are we going to get there?'. This includes considering the type of school which would offer the best opportunities for achieving future aims.

The strategy should provide a robust framework for setting priorities, creating accountability and monitoring progress in realising the school's vision. The strategy should include SMART³ targets and key performance indicators (KPIs). The focus should be on significant strategic challenges and opportunities for school improvement. Avoiding unnecessary detail and peripheral issues will prevent the governing body's attention being spread too thinly and help create a practical and powerful tool for facilitating its core business. Additional detail, such as those things needed to deliver the headline KPIs, may be recorded in a separate more detailed plan maintained by the headteacher.

The governing body should set and safeguard a school ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils in the school, and for the conduct and professionalism of both staff and governors.

Every effort should be made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different

³ Specific, Measurable, Attainable, Realistic, Timed.

faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the [Equality Act 2010](#); guidance on which is available on [GOV.UK](#).

The governing body should ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. The department has produced [advice](#) for maintained schools on the spiritual, moral, social and cultural development of pupils, which includes references to promoting British Values. While it is essential to build a strong and cohesive non-executive team, the most robust governing bodies welcome and thrive on having a sufficiently diverse range of viewpoints, such that open debate leads to good decisions in the interests of the whole school community. Notwithstanding the role of foundation governors in a faith-designated school, governing bodies should be alert to the risk of becoming dominated by one particular mind-set or strand of opinion, whether related to faith or otherwise.

Governing bodies are able to suspend a governor for acting in a way that is contrary to the ethos of the school. This would include undermining fundamental British values. Governing bodies, and other appointing bodies, should move to suspend and potentially remove from office any governor acting in this manner.

1.7 Accountability of governing bodies

The government values every person who volunteers to help improve their school by being a governor. How well a governing body does its job has a real impact on the success of a school. Therefore, although they are made up of volunteers, governing bodies cannot afford to be amateur and must be accountable for their effectiveness.

Governors' first line of accountability is to parents and the wider school and local community. They can use performance data from the department and Ofsted to see how their school is doing. Governors should be mindful that in exercising governing body functions, and as required in maintained schools by [legislation](#)⁴, they must act with integrity, objectivity and honesty and in the best interests of the school; and be open about the decisions they make and the actions they take and be prepared to explain their decisions and actions to interested parties. Similarly, governors should be aware of and accept the [seven principles of public life](#), as set out by Lord Nolan and applying to anyone, locally and nationally, who is elected or appointed as a public office-holder. They are selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

[Section 7.6.3](#) of this handbook outlines the department's expectations about conflicts of interest with regard to finances and payments for services, but conflicts of interest may also arise where an individual's personal or family interests and/or loyalties conflict with those of the governing body. This might happen when a governor has come onto the governing body as an elected or appointed member of a particular group e.g. a local authority/foundation/parent/staff governor. This situation may possibly cause the governor to think that they should act in the interests of the group that nominated them. Such conflicts can inhibit free discussion, result in decisions or actions that are not in the interests of the governing body or risk giving the impression that the governing body has acted improperly. In all circumstances, a governor has an obligation to act in the best interests of the school, and in accordance with the governing body's code of conduct.

In the interests of transparency, all schools and academies should publish, including on their website, up to date details of the structure of the governing body and any committees, together with the names of their governors and their particular roles and responsibilities within that structure. They should also publish an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school. For academies, these details of their governance arrangements must also be provided within the governance statement of their published annual accounts.

⁴ The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

Under the local authority's Scheme for Financing Schools, governing bodies should already be maintaining a register of interests and it is the expectation of the department that they do so. For academies, the latest edition of the Academies Financial Handbook requires them to publish the register.

In terms of scope, the register should set out the relevant business interests of governors and details of any other educational establishments that they govern. The register should also set out any relationships between school staff and members of the governing body such as spouses or relatives. Independent inspection plays a vital regulatory role and underpins the department's accountability framework for education. Ofsted is independent, impartial and aims to promote improvement in the schools it inspects and regulates. Every week Ofsted carries out hundreds of inspections and regulatory visits and publishes the results on its [website](#).

To check that governing bodies are ensuring good use of money, local authorities will look at the finances of maintained schools; the EFA and independent auditors will look at academies. Accountability is discussed further in [section 7](#), and the department's '[Accountability Statement](#)' explains the system of accountability for schools in detail.

1.7.4 Personal liability

Maintained school governing bodies are corporate bodies that are legally responsible for the conduct of the school. Because of this, individual governors are generally protected from personal liability because of the governing body's decisions and actions. Provided they act honestly, reasonably and in good faith, any liability will fall on the governing body even if it exceeds its powers, rather than on individual members.

Section 2 - Constitution and procedures

The effectiveness of a governing body depends on the quality of its governors and the ways in which they work together, and with school leaders. This section explains how the governing body must be constituted and how it should conduct itself.

2.1 Structure and membership of the governing body

While governing bodies in some schools have more flexibility than in others, all governing bodies have a choice about how they are structured. It is the structure, or constitution, of the governing body that determines how many and what type of people govern the school. Each school and academy should publish its governance structure on its website.

The department has given governing bodies more freedom to determine their own constitution, in addition to relaxing rules that, in the past, have meant some governing bodies had to be large. The department wants governing bodies to be tightly focused and no larger than they need to be to carry out their functions effectively with every member actively contributing relevant skills and experience. In general, the department believes that smaller governing bodies are more likely to be cohesive and dynamic, and able to act more decisively.

The need for governing bodies to establish committees, including for exclusions or disciplinary matters, does not in itself necessitate a large governing body. Committees of the governing body can be established specifically for the purposes to which new associate members may be appointed and/or the committee may be established as a joint committee under the collaboration regulations to enable the committee to include governors from another school.

The membership of the governing body should focus on skills, and the primary consideration in the appointment and election of new governors should be acquiring the skills and experience the governing body needs to be effective. Meaningful and effective engagement with parents, staff and the wider community is vital, but not guaranteed by the presence of the various categories of governor on the governing body. Stakeholder engagement is an important, but distinct, activity for which governing bodies will need to assure themselves that appropriate structures and arrangements are in place.

Governors themselves should seek to assist their school to build relationships with business and other employers, in order to enhance the education and raise the aspirations of pupils.

Governing bodies and others responsible for nominating or appointing governors should make use of all available channels to identify suitable governors. This includes working with SGOSS, which is funded by the department to provide a free service to governing bodies, local authorities and diocese to help them find new governors with the skills they require.

For local authority governor appointments, a governing body should make clear its eligibility criteria including its expectations of the credentials and skills prospective candidates should possess. Local authorities must then make every effort to understand the governing body's requirements in order to identify and nominate suitable candidates. It is for the governing body to decide whether the local authority nominee meets any stated eligibility criteria and, if it chooses to reject the candidate on that basis, to explain their decision to the local authority.

Once appointed, local authority governors must govern in the interests of the school and not represent or advocate for the political or other interests of the local authority; it is unacceptable practice to link the right to nominate local authority governors to the local balance of political power.

As highlighted in statutory guidance for maintained schools on the constitution of the governing body (the principles of which may also be of interest to academies), it is for whoever is appointing the governor to be confident that they have the necessary skills, including the willingness and ability to learn and develop as a governor. To make an informed decision on the matter an interview or detailed discussion will need to take place with each prospective candidate, with references (oral or written) taken as necessary and appropriate.

Where a prospective governor has been or is already a governor of another school, the chair of governors should speak to the chair of the other governing body to discuss both the skills of the individual and, where appropriate, their capacity to serve effectively on an additional governing body. Only in exceptional circumstances is it likely to be practical and beneficial for an individual to serve on more than two governing bodies.

With effective succession planning in place, it can be beneficial for strong governors and chairs in particular to move on to another school after a reasonable time (e.g. two terms of office). This can help to share expertise across the system and prevent governing bodies stagnating or individual governors gaining too much power and influence solely through their length of service.

Governing bodies may consider re-constitution if things are not going well – for example following an Ofsted inspection or in the light of an external review. They may also consider re-constitution as a positive and proactive move to ensure they are fit for purpose for the future, including in the context of a conversion to academy status. 'A Possible Road Map for GB Reconstitution', available in Section 2.3.2 of this handbook and also on the NCOGS website, provides advice on how governing bodies might approach reconstitution, based on the views of those with experience of the process in both a maintained school and academy context.

2.4.4 Governing body procedures

Any rules on how governing bodies of academies must operate will be set out in their articles of association.

The [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#) for maintained schools and the management committees of pupil referral units replaced three separate sets of regulations covering governing body procedures, terms of reference and governors' allowances.

In respect of governing body procedures, the regulations include provisions that:

- reduce prescription on how governing bodies exercise their functions, while retaining their overall legal responsibility and accountability;

- require the appointment of a clerk and define the role of the clerk in advising the governing body on the nature of their duties and functions;
- require clerks to provide written notice for meetings at least seven clear days in advance, together with a copy of the agenda and any reports and papers to be considered at the meeting. The chair may determine a shorter period is appropriate in cases of emergency;
- define the quorum for governing body meetings and for any vote at a meeting is one half (rounded up to the nearest whole number) of the membership of the governing body, not including any vacant positions;
- prevent a decision on a change of maintained school name from taking effect unless the issue was an agenda item at a meeting for which appropriate notice was given;
- give governing bodies the power to make arrangements for their members to be present at board and committee meetings 'virtually', for example by telephone or video conference, and therefore to participate in discussion and decision making remotely; and
- simplify arrangements for the payment of allowances for out-of-pocket expenses incurred by governors in connection with their duties as governors.

Additional information can be found in the [departmental advice](#) on these regulations

1.2 The Organisation of Committee Business

The following are functions which, when exercised <i>regularly</i> by committees, monitor and evaluate the work of the school in specific areas and to review policy:	The following are functions exercised by committees <i>as and when required</i> , to deal with cases relating to individuals:
<ul style="list-style-type: none"> • Curriculum <ul style="list-style-type: none"> ➤ curriculum provision; ➤ learning and teaching; ➤ achievement and standards. • Pupils <ul style="list-style-type: none"> ➤ Inclusion issues (SEN, Gifted and Talented, Race Equality, Looked After Children, etc.); ➤ pupil behaviour and welfare issues (including Child Protection). • Resources <ul style="list-style-type: none"> ➤ personnel issues; ➤ finance issues; ➤ premises issues. 	<ul style="list-style-type: none"> • Pupil Discipline • Staff Discipline and Grievance • Staff Appeals • Complaints • Admissions (Voluntary Aided schools only)

Most governing bodies will have in place a committee structure which addresses the above areas of activity, either through separate committees or through some variation of a committee structure based on the following:

• Personnel/Staffing	• Pupils/Community
• Finance	• Buildings
• Curriculum	

Other committees (or panels) meet as and when required, to deal with cases relating to individuals:

• Pupil Discipline	• Complaints
• Staff Discipline and Grievance	• Head teacher Performance Review
• Staff Appeals	• Admissions (Voluntary Aided and Foundation Schools)

In carrying out all its responsibilities each committee must act:

- ✓ In partnership with the Head teacher
- ✓ In accordance with statutory requirements
- ✓ In accordance with any general principles set by the full governing body
- ✓ After consulting (as appropriate) staff, parents, pupils, the LA or other relevant organisations/agencies as appropriate.

Restrictions on taking part in meetings of the governing body and committees

(The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013)

Although they are appointed / elected by different interest groups, governors are for nearly all purposes of equal standing and should be encouraged to play a full and active part in the governance of the school. Staff governors who work at the school are entitled to participate fully in meetings even where a confidential issue is under consideration.

However, within ***The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013*** it says that any governor, the Head teacher, any associate member and the Clerk to the governing body should be restricted from taking part in meetings in the following circumstances:

- where there is a **conflict of interest** between the interests of an individual present at a meeting of the governing body (or a governing body committee) and the interests of the governing body, or
- where a **fair hearing** is required and there is reasonable doubt about a person's ability to act impartially, or
- where a person has a **pecuniary interest** in a matter under consideration

In the above circumstances, the individual must disclose the interest, withdraw from the meeting and not vote on the matter in question. In accordance with the good practice recommendations in the Financial Management Standard in Schools it is recommended that governors be given the opportunity to update their pecuniary interest declaration and declare an interest in any agenda item at each full meeting and at finance (or equivalent) committee level.

Where a governor withdraws there must be 3 governors remaining to ensure a quorum at committee level and 50% of current membership of the governing body (excluding associates) at full meetings.

For some decisions there is a statutory right of appeal, therefore for these decisions, especially personnel decisions affecting individual staff members, it is important that the original decision is made by a committee so that there will be available sufficient governors unaware of the issues that may be used for hearing an appeal, none of the members of the first committee may sit on the appeal committee. Full details regarding exclusions etc. should be contained in the terms of reference.

1.3 General provisions

Number of committee members and quorum for meetings

The governing body will appoint at least 3 governors to each committee. The Head teacher has the right to attend all committee meetings, subject to the need to ensure impartiality. All governors have the right to attend any committee meeting.

The quorum for all committee meetings must be at least three governors – the Head teacher may be included for the purpose of the quorum, provided the Head teacher is a governor – this should be stated in the terms of reference (see suggested models).

Associate members

The governing body can appoint associate members to its committees. Where it does so, the associate member(s) will have voting rights in committee **only** if this has been given by the governing body. Associate members are **not** governors and although they may attend full meetings they may **not** vote in such meetings.

There are restrictions to be aware of – associate members cannot vote in committee when the following issues are discussed: admission of children, pupil discipline (i.e. exclusion of children), the election or appointment of governors, and the budget and financial commitments of the governing body. In the case of pupils who are associate members, they cannot vote unless they are aged 18+.

The quorum for committee meetings **excludes** associate members. No vote can be taken in committee meetings unless a majority of those present are governors.

Head teacher attendance

If the Head teacher is absent from duty, the Deputy Head or Senior Staff member could be invited to attend on the Head teacher's behalf, but would not have voting rights nor contribute to the quorum.

Other attendees

The committee may invite other persons to attend their meetings, either on a regular basis or on an exceptional basis, for the purpose of seeking expert information and advice and enabling the committee to effectively discharge its responsibilities. Such other persons cannot have voting rights.

Appointment of Chair and Clerk to Committees

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 states that the Chair of the governing body cannot be someone who is employed at the same school. However, the same does not apply to committees. The Regulations states 'A Chair shall be appointed annually to each committee by the governing body or elected by the committee, as determined by the governing body.' Therefore there are no restrictions as to who can Chair a committee.

The presumption that staff members can Chair committees is only made given by absence of advice that they can't. Advice from Knowsley Governor Support would be that given committees can now have such extensive delegation of power, appointing a staff member as Chair would not be considered good practice.

Meetings may be Clerked by any person except the Head teacher, **even in an emergency**.

Although in many schools, a governor who is a member of the committee acts as Clerk, this is **not** good practice as it detracts from that person's role as a governor and makes it difficult to play a full part in the meeting.

Convening meetings

Committee meetings should be convened in exactly the same way as full governing body meetings.

Minutes and reports

Minutes of all committee meetings must be taken by the Clerk to the committee and approved by the Chair of the committee before circulation. Reports on all committee meetings must be given at the next full meeting of the governing body.

Under the Financial Management in schools it is recommended that the Clerk to finance committee does *not also prepare the budget*

Part 2

Specific roles within the governing body and committees

2.1 The Role of the Chair of the Governing Body (summary of role)

- To ensure the business of the Governing Body is conducted properly, in accordance with legal requirements.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making
- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Body acts as a sounding board to the Headteacher and provides strategic direction
- Have a second (or casting) vote on any matter where the voting is equally divided, except in the vote for election of Chair when the Clerk will Chair the item;
- Report all actions or decisions taken on behalf of the governing body at the next governing body meeting;
- Receive and report to the governing body on reports received from the LA about the school's performance.

2.2 The Role of the Clerk to the Governing Body

(for committee Clerks substitute 'committee' for 'Governing Body' and 'Chair of Committee' for 'Chair of Governors' as appropriate)

- To work effectively with the Chair of Governors, the other Governors and the Headteacher to support the Governing Body
- To advise the Governing Body on Constitutional and Procedural Matters, duties and powers
- To convene meetings of the Governing Body
- To attend meetings of the Governing Body and ensure minutes are taken
- To maintain a register of members of the Governing Body and report vacancies to the Governing Body
- To give and receive notices in accordance with relevant regulations
- To perform such other functions as may be determined by the Governing Body from time to time

2.3 The Role of the Chair of a committee

- To ensure the business of the committee is conducted properly, in accordance with legal requirements
- To ensure meetings are run effectively, focusing on priorities and making best use of time available and ensure all members have an equal opportunity to participate in discussion and decision making

Part 3

Standing orders

Within DfES 'Governors' Handbook' there is a recommendation that Governing Bodies record their non-statutory procedures and decisions in Standing Orders.

STANDING ORDERS OF KNOWSLEY CENTRAL SCHOOL GOVERNING BODY

Date agreed Oct 2016

Date for review May 2017

1. Governors are expected to:

- Arrive in good time for meetings, having read all paperwork in advance and prepared any questions/comments they wish to make
- Bring all relevant paperwork with them (including School Improvement Plan etc if discussion is on the agenda)
- Participate in discussions and listen to views and comments of others
- Be brief and adhere to time limits placed on agenda
- Follow up action between meetings
- Abide by the 'Nolan Principles'.
- Undertake training relevant to their role.

1. Membership

- The governing body will ensure it has sufficient members to undertake its duties effectively and review its constitution on a regular basis (at least annually).
- All governors are required to complete an enhanced DB S check prior to appointment.
- The governing body will ensure it creates an environment that enables active recruitment and retention of governors and encourages participation from all sections of the community.
- The governing body will be proactive in recruiting to vacancies.
- New governors will be welcomed and provided with appropriate induction, training and support.

3. Chair and Vice-Chair

Role of the Chair of the Governing Body (summary)

- To ensure the business of the Governing Body is conducted properly, in accordance with legal requirements.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making

- To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles.
- Establish and foster an effective relationship with the Clerk to Governors
- Have a second (or casting) vote on any matter where the voting is equally divided, except in the vote for election of Chair when the Clerk will Chair the item;
- Report all actions or decisions taken on behalf of the governing body at the next governing body meeting;
- Receive and report to the governing body on reports received from the LA about the school's performance.

Election process (*offered as good practice*)

- The governing body will decide the term of office of the Chairman and Vice-Chairman (minimum one year, maximum four years) and record its decision
- The governing body will decide in advance of the election the process of election for either or both positions.
- The Clerk will ask governors to propose nominations (including self nomination) with a closing date at least two weeks in advance of the meeting. Candidates will be contacted to confirm their willingness to stand. Names will be entered on the agenda and no further nominations will be accepted.
- If no nominations are received in advance, nominations will be requested at the meeting.
- If nobody has indicated willingness to stand for the office of Chair, a governor should be appointed to Chair the meeting and a further meeting called to elect a Chair as soon as possible.
- The Clerk will take the Chair when the Chair is being elected.
- The candidates will be offered the opportunity to address the Governing Body before retiring whilst a decision/secret ballot takes place.
- If the election of the Chair or Vice-Chair is contested it will be decided by secret ballot.
- In the event of a tie, candidates should again be given the opportunity to address the meeting before retiring and a second secret ballot should take place.
- If both the Chair and Vice-Chair are absent from a meeting, the governing body will elect a Chair for that meeting.
- If the Chair resigns, or has to relinquish the office for any reason, the Vice-Chair will act as Chair until a successor is appointed at the next meeting of the governing body. The election of Chair will be a specific item of business on the agenda for the meeting.
- If the Vice-Chair resigns, or has to relinquish the office for any reason, a successor will be appointed at the next meeting of the governing body.
- The Chair can be removed from office by the governors following procedures set out in Regulations (*see Guide to the Law for more detail*)

4. Appointment of Clerk

- The Clerk will be formerly appointed by the governing body.
- If the Clerk is also employed in separate capacity in school he/she will have a contract of employment that includes specific provisions in relation to their work as a Clerk.
- The governing body will support the Clerk in their continuing professional development, for example, attending training (both specific to role and governing body training) and termly forums.

5. Meetings of the Governing Body

- The governing body will meet at least three times per academic year.
- Committees will meet at a frequency determined by the governing body.
- The governing body will set the dates for its meetings, including those of any committees and working group for the next school year at the final meeting of the school year (*This does not preclude additional meetings to be called as required*).
- The governing body will, as far as possible, plan its business across the year to take account of the schools internal management cycle and the readily availability of information and reports.
- The Governing Body will aim to complete its business for governing body and committee meetings within 2 hours.
- Meetings will start at times which are acceptable to the governing body.
- A meeting may be discontinued at any time if the governing body so resolves. If so, or if the meeting has to be abandoned because it is no longer quorate, a further meeting shall be called as soon as practicable to complete the unfinished business.
- Meetings which become inquorate will be discontinued and a further date set as soon as possible to complete the business on the agenda.

Withdrawal from meetings

- Governors will be required to withdraw from a meeting under circumstances set out in The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.
- If there is a dispute about a person attending a governing body meeting being required to withdraw, the matter of withdrawal shall be determined by the governing body.

Convening meetings

All meetings will be convened by the Clerk, in accordance with the arrangements made by the governing body, but subject to (a) any direction from the Chair where a matter is urgent and (b) any requisition signed by three governors.

Notice of Meetings

- Written notice of meetings, together with the agenda, will be sent so as to arrive seven clear days before the meeting – except where the Chair calls an urgent meeting at short notice – to (a) governors and associate members at their registered addresses, (b) the Head teacher, if not a governor.

- Sending notices of meetings and other papers electronically is acceptable if a governor has indicated that he/she is prepared to accept material relating to meetings in this way
- Non-receipt of notice of a meeting will not invalidate the meeting.
- Notices of meetings, and the accompanying agenda, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.

Agenda

- The agenda will be prepared by the Clerk in accordance with any determination of the governing body and in consultation with the Chair and the Head teacher.
- Any governor may ask for an item to be considered for the agenda by contacting the Clerk, who will in turn advise the Chair.

Late Items/Any Other Business

- The agenda will include 'Notification of additional items' immediately after 'matters arising' and any governor wishing to raise an urgent meeting item must give notice at this time for consideration for inclusion at the meeting.
- The governing body will decide whether any such item is to be discussed or, if appropriate, deferred to a subsequent meeting.

Discussion and Debate

- The Chairman will ensure that all governors enjoy equality of opportunity to express their views.
- The governing body will receive and note, at full meetings, *without debate*, any decisions on matters which it has delegated to a committee or to an individual. *(this does not affect the governing bodies ability to alter or reverse decisions not considered correct/appropriate see also decision making below)*
- Recommendations received from working groups will be recorded in the minutes, together with any related governing body resolution.

Decision-making

- Members of the governing body recognise that all decisions must be made by the governing body unless the governing body has delegated the function to a committee or to an individual.
- Only governors present at a meeting may vote; proxy voting is not allowed *(unless the decision is a change of name when a unanimous vote is required)*
- A simple majority decides any matter put to the vote. In the event of a tie, the Chair has a casting or second vote – except in the case of a selection panel deciding who, if any, candidate to recommend to the governing body for appointment as head/deputy.
- Decisions of the governing body are binding upon all its members and should be respected.
- Decisions of the governing body (or of any of its committees) may be amended or rescinded at a subsequent meeting of the governing body only if a proposal to amend or rescind appears as a specific agenda item.

Confidentiality of Proceedings – please see separate

- Governors' Code of Conduct
- Governors' Confidentiality Statement

NB

Discussions, proceedings and voting at meetings of the governing body and committees will be treated as confidential and not revealed to anyone other than a governor.

6. Minutes of Meetings

- Within 10 (*suggested time frame*) school days of the meeting, the draft minutes will be sent by the Clerk to the Chairman for checking.
- Copies of the draft minutes, once 'approved' by the Chair, will be sent to all members of the governing body with papers for the following meeting.
- Action will be taken on the basis of decisions and need not await the approval of the minutes at the next meeting.
- Any dissenting views will be recorded in the minutes of the meeting, if that is the wish of one or more governors present.
- The approval of the minutes of the previous meeting will be on the agenda of every meeting of the governing body and once approved as a true record (subject to any agreed amendments) the minutes will be signed and dated by the Chairman (*individual pages to be initialled and last page signed in full*).
- Those matters which the governing body determines shall remain confidential will be minuted separately and such minutes will not be made publicly available.
- Approved draft minutes, and subsequently the approved minutes, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.
- Minutes made available for inspection will include papers forming part of the meeting.

7. Information and Advice

- The Head teacher has a statutory duty to keep the governing body fully informed, and will present a written report to each termly meeting of the governing body.
- A representative of the LA may be invited to attend meetings in order to inform and advise the governing body when considered appropriate.
- Where important information required by the governing body is given orally, it will be recorded in the minutes in appropriate detail.
- Where information required by the governing body is not readily available, reasonable time will be given for its production.
- Where expertise is needed but not available within the governing body, the governing body may consider inviting appropriate non-governors to attend meetings or appointing associate members.

8. Attendance

- The Clerk will keep a record of those governors and all other persons present at meetings of the governing body or any of its committees.
- Where a governor sends an apology for absence with reason, the governing body will decide whether to 'consent' to the absence and the Clerk will record the decision in the minutes.
- If apologies are not accepted, as soon as possible, the governor concerned should be contacted and supplied with a copy of the approved draft minutes.
- The time of arrival and/or departure of any governor not in attendance throughout any meeting will be recorded in the minutes.
- The Clerk will monitor arrivals and departures to ensure the meeting remains quorate.
- Governors who have not attended a full meeting of the Governing Body for a period of 6 months will be contacted to ascertain a reason and advised of the rule of disqualification for non-attendance.
- A summary attendance record for all governors for full business meetings and for committee meetings will be published on the school website in accordance with regulations

9. Correspondence

- All incoming correspondence to the governing body (other than any concerning a complaint) is for the attention of the whole governing body, even if addressed to the Chair and/or the Clerk. Significant items will be presented to each meeting of the governing body for action or information as appropriate. The Chair will report upon any correspondence on which he/she has already taken urgent action.
- The governing body will determine by resolution who may write letters on behalf of the governing body, either generally or on specific issues.

10. Urgent Action

- The Chair, or in his or her absence the Vice-Chair, has authority to take urgent action between meetings only where:
 - a delay in dealing with the matter would be seriously detrimental to the interests of the school, a pupil, his/her parents, or a member of staff;
 - a meeting could not be called in sufficient time to deal with the matter; and
 - the matter is one which can be delegated to an individual under government regulations.
- If the Chair (or Vice-Chair) takes any urgent action between meetings, the facts will be reported to the next meeting of the governing body.

11. Access to Meetings of the Governing Body

- Apart from governors, the only people entitled to attend a meeting of the governing body are the Head teacher (where he/she has chosen not to be a governor), the Clerk and, where appropriate, associate members.
- Associate members may be required to leave a meeting where matters of a confidential nature relating to individual staff or pupil are discussed.

- *When the Head teacher is absent, the Associate Head teacher will attend in his/her place but will have no vote (unless in the long-term absence of the head, the Associate Head teacher has been appointed acting Head teacher).*
- The governing body will decide who, other than those entitled to attend, may be admitted to a meeting and which of its meetings, if any, will be open to parents/the public.
- The governing body can require any non-governor present at a meeting to leave at any time.
- If a meeting is to be opened to parents/the public, reasonable notice will be given.
- The Associate Head teacher and Assistant Head teacher will be invited to attend meetings of the governing body as observers, as part of their professional development.

12. Pecuniary and Personal Interest

- The governing body will maintain a register of the pecuniary business interests of its members in the form of loose leaf sheets, each sheet being a statement completed and signed by the relevant governor. A summary report of all governors' business interests will be published on the school website in accordance with regulations. An annual review of pecuniary business interests will take place at the Full Governors' first business meeting of the academic year
- As appropriate, governors will draw attention to any pecuniary or other personal interest, whether that interest has previously been registered or not. *(an opportunity to update their declaration or declare an interest in any item on the published agenda will be an early agenda item at all meetings)*
- Anyone who is ordinarily entitled to attend governing body or committee meetings (that is, governors, members of committees, associate members or Head teacher) must withdraw and not vote on the issue if:
 - there could be conflict between the interests of that person and the interests of the governing body; or
 - where a fair hearing must be given and there is reasonable doubt about the individual's ability to act impartially on any matter when a committee is considering:
 - disciplinary action against an employee or against a pupil; or
 - a matter arising from an alleged incident involving a pupil
- A governor who has declared a personal interest may nevertheless attend the meeting to give evidence if he/she has made relevant accusations, or is a witness in the case.

PART 4

Terms of Reference

Note: In carrying out its responsibilities, the full governing body and committees must act in partnership with the Head teacher, in accordance with statutory requirements, in accordance with any general principles set out by the governing body and after consultation with staff, parents, pupils, the LA, Diocesan authorities and relevant organisations/agencies as appropriate

The governing body and its committees should have due regard to their responsibilities and duties within the following statutory guidance documents

- **The constitution of governing bodies of maintained schools : March 2015**
- **Keeping Children Safe in Education : March 2015**
- **Working Together to Safeguard Children : March 2015**
- **SEND Code of Practice: 0 – 25 Years : May 2015**

Notes to aid completion

See part 1 for general provisions.

Suggested quorums are included in terms; these should be altered to your own governing body's requirements.

All terms should be adapted / incorporated to suit the committee structures in individual governing bodies.

If the governing body wishes to 'delegate' a function to the committee this should be agreed, minuted and the terms worded accordingly (see Part 1 pages 4 and 7).

Knowsley Central School **Committee Structure 2016 – 2017**

4.1 FULL GOVERNING BODY

The governing body needs to take a strategic role, act as a critical friend to the school and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities.

Members: As per the Instrument of Government

Quorum: 50% of current membership (i.e. quorum does not include vacant positions)

Chair: To be appointed by governing body

Clerk: To be appointed by governing body

Terms of reference:

- Monitor and agree changes to instrument of government including terms of office;
- Appoint, suspend or remove governors in accordance with Regulations*;
- Hold at least three governing body meetings a year*;
- Regulate procedures of meetings e.g. code of confidentiality and code of conduct;
- Appoint or remove the Chair and Vice-Chair*;
- Appoint or remove a Clerk to the governing body*;
- Establish the committees of the governing body and their terms of reference*;
- Decide which functions of the governing body will be delegated to committees, groups and individuals and review the delegation arrangements annually*;
- Appoint the Chair of any committee (this may be delegated to committee);
- Appoint or remove a Clerk to each committee (this may be delegated to the committee);
- Appoint associate members to committees and determine their voting rights;
- Appoint link or designated governors, including performance management governors*;
- Ensure Headteacher provides such reports as requested by the governing body to undertake its role;
- Receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the governing body is necessary*;
- Ensure requirements within Safeguarding Children and Safer Recruitment in Education are met;
- Ensure requirements within the duty to promote Community Cohesion are met;
- Approve the first formal budget plan of the financial year and best value statement;
- Approve the Statement of Internal Control
- Ensure copies of minutes of full meetings are forwarded to the Local Authority;
- Monitor and keep under review School Improvement Plan;
- Approve Self Evaluation form;
- Approve school prospectus;
- Approve written description of financial systems and procedures in line with LA's scheme for

financing schools;

- Ensure school works within SFVS
- Publish proposals for alteration, change of category or closure of school*;
- Recruit Head teacher, Associate Head teacher and Deputy Head teacher*;
- Determine arrangements for recruitment of other members of staff;
- Participate in school self review process including review of Governing Body effectiveness;
- Decide on decision to federate or form joint committees with other school Governing Bodies*;
- Approval all school trips involving an overnight stay away from home;
- Any items which individual governing bodies may wish to include;

*these matters cannot be delegated to either a committee or an individual

Disqualification – as per Regulation 20 and Schedule 6 of the Constitution Regulations

NB ALL Governors may be co-opted on to any committee as necessary in order to deal with urgent business

Knowsley Central School **Committee Structure 2016 – 2017**

4.2 PERSONNEL COMMITTEE

Members: At least 3 governors including Head teacher. One governor must be **either** the Chair of Governors **or** the Vice Chair of Governors (to be determined by governing body)

Quorum: 3 governors including Head teacher (to be determined by governing body)

Chair: To be appointed by governing body

Clerk: To be appointed by governing body

Members

Karen Little (Chair of Governors)
Or
Julia Taylor (Vice Chair of Governors)
Debbie Buxton
Margaret Hope

Chair

Margaret Hope

Meeting dates for year

As required

Clerk

Pam Bellis – School Business Manager / Clerk to the Governors

Terms of reference:

The Personnel Committee is a sub committee of the Knowsley Central School's Governing Body.

- Establish, approve to the governing body, monitor and review within agreed policy review process, policies relating to:
 - Performance Management and development of staff:
 - Personnel including those relating to appointment of staff, health and safety, discipline, grievance
 - Pay Policy for all categories of staff and to be responsible for its administration
 - Allegations of abuse against staff
 - Staff appraisal
- Determine the staffing structure in consultation with the Head teacher, in relation to the School Improvement Plan and curriculum requirements and, in the light of resources available. Present to governing body for approval;
- Monitor and evaluate the continuous professional development programme in relation to curriculum and professional development needs as identified through performance management procedures and within the context of the School Improvement Plan;
- Oversee the appointment procedure for all staff, having regard to the requirements within Safeguarding Children and Safer Recruitment in Education;
- Keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence;
- Make recommendations on personnel related expenditure to the Property, Finance and Buildings Health and Safety Committee;
- Monitor and keep under review specific areas of School Improvement Plan for which the committee has responsibility;

- Agree and monitor training strategy for teachers, support staff and governors;
- Consider and report back upon matters as may be delegated or devolved to the committee by the Governing Body* see below;

***Delegated Powers**

Any delegated powers should be clearly stated and decisions taken reported back to the next governing body meeting, having due regard to matters that cannot be delegated to committees. (Approval of policies would be considered a delegated function)

Disqualification – none - however when the pay and conditions of a school employee are being discussed all school employees should be asked to withdraw (excepting the Head teacher / Clerk unless it is his/her conditions being discussed)

COMMITTEE'S CONTRIBUTION TO SCHOOL SELF-EVALUATION

1. To review annually, in conjunction with the Head teacher, effectiveness and efficiency in relation to **leadership and management**.
2. To report the results of the review to the governing body, including any recommendations for policy changes and priorities for the next School Improvement Plan.

Knowsley Central School **Committee Structure 2016 – 2017**

4.3 PROPERTY, FINANCE and BUILDINGS HEALTH AND SAFETY COMMITTEE

The finance committee has a general role in advising the Head teacher on matters relating to the finances of the school, and is required to abide by the requirements and guidelines of the Local Authority and the DfE.

Members: At least 3 governors including Head teacher (to be determined by governing body)

Quorum: 3 governors including Head teacher (to be determined by governing body) *Associate members cannot vote on issues relating to finances*

Associate Members:

Requested to attend in an advisory capacity and to provide reports to the meeting as required by the governors

Chair: To be appointed by governing body

Clerk: To be appointed by governing body

Members

Debbie Buxton
Margaret Hope
Jan Lee
Karen Little
Jayne Pimblett

Associate Members by invitation

Julie King – Associate Head teacher
Paul Lambert – Assistant Head teacher
Daryl McConnell – Assistant Head teacher

Meeting dates for year

Monthly – dates to be agreed by the committee

Chair Margaret Hope

Clerk Pam Bellis

Terms of reference:

The Property Finance and Buildings Health and Safety Committee is a sub-committee of the Knowsley Central School's Governing Body.

The purpose of the committee is to take an active role as part of the Knowsley Central School Team in ensuring that the school budget is managed effectively and spending provides value for money in terms of raising standards in education, and complies with Best Value.

The Committee will meet on a monthly basis to discuss: -

- The Site Operations Manager's Report which incorporates all matters relating to the building and contents and health and safety
- School Improvement Plan and any related costs
- Budget Monitoring Reports including staffing costs and purchasing of any equipment
- Budget Planning
- Staffing requirements
- Planned expenditure
- Continued Professional Development Plan

- All funding issues including planning and monitoring designated funding streams i.e. Pupil Premium, School Sports Premium
- HR issues relating to finance

The Committee is responsible for agreeing the 3 year Financial Plan, and working within the financial regulations. It needs to take into account the additional aspects of the budget which relate to outreach work. The Committee will report the minutes of the sub-committee's discussion and actions taken to the main governing body. The Committee will ensure that the building is a safe environment for the pupils and staff to work in.

The committee will undertake training and development as required to ensure they have the required skills to manage all aspects of their remit.

Disqualification – Any relevant person employed to work at the school other than as the Headteacher, when the subject for consideration is the pay or performance review. The Clerk to governors is only disqualified from attending if the matter for discussion is their own pay or disciplinary.

***Delegated Powers**

Any delegated powers should be clearly stated and decisions taken reported back to the next governing body meeting, having due regard to matters that cannot be delegated to committees. (Approval of policies would be considered a delegated function)

COMMITTEE'S CONTRIBUTION TO SCHOOL SELF-EVALUATION –

1. To review annually, in conjunction with the Head teacher, effectiveness and efficiency in relation to **leadership and management**.
2. To report the results of the review to the governing body, including any recommendations for policy changes and priorities for the next School Improvement Plan.

Knowsley Central School **Committee Structure 2016 – 2017**

4.4 PAY REVIEW COMMITTEE

Members: At least 3 governors. Associate members will not be appointed.

Quorum: 3 governors (to be determined by full governing body)

Chair: To be appointed by governing body

Clerk: To be appointed by governing body

Members

Karen Little
Julia Taylor
Margaret Hope

Chair

Julia Taylor

Meeting dates for year

As required

Clerk

Pam Bellis

Terms of reference:

- Make recommendations regarding honorarium awards (if applicable);
- Undertake decisions on recommended annual salary reviews for all staff (including Head teacher);
- Advise governing body of decisions taken within the powers delegated by providing a statement of decisions taken – having regard to confidentiality;
- Assist in monitoring and keeping under review pay policy and make recommendations to full governing body;
- Assist in the determination of availability of funds for pay increments.
- Minutes of the meeting to be maintained as confidential

Disqualification – staff members, including Headteacher

Delegated Powers

Any delegated powers should be clearly stated and decisions taken reported back to the next governing body meeting, having due regard to matters that cannot be delegated to committees. (Approval of policies would be considered a delegated function)

Many governing bodies maintain pay review committee minutes as confidential; any report to other committees or the governing body would therefore also remain as confidential documents.

Knowsley Central Primary Support Centre **Committee Structure 2016 – 2017**

4.5 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Members: At least 3 governors including Head teacher (to be determined by governing body)

Quorum: 3 governors including Head teacher (to be determined by governing body) *Associate members cannot vote on issues relating to finances*

Associate Members:

Requested to attend in an advisory capacity and to provide reports to the meeting as required by the governors

Chair: To be appointed by governing body

Clerk: To be appointed by governing body

Members

Debbie Buxton
Michelle Ditchfield
Margaret Hope
Jayne Pimblett
Dawn Pye
Michelle Stevenson
Julia Taylor

Associate Members by invitation

Julie King – Associate Head teacher
Paul Lambert – Assistant Head teacher
Daryl McConnell – Assistant Head teacher

Meeting dates for year

Termly dates to be agreed by the committee

Chair Julia Taylor

Clerk Pam Bellis

Terms of reference:

The Wellbeing, Behaviour and Safety Committee is a sub-committee of Knowsley Central School's Governing Body. Membership includes the Chair and Vice-Chair, parent, and co-opted members of the main governing body.

The purpose of the committee is to take an active role as part of the Knowsley Central School Team, in ensuring that levels of wellbeing and standards of behaviour and safety are maintained as **Outstanding.**

The Committee will ensure that:

- Appropriate policies are continually updated, monitored and implemented in accordance with government and local education, legislation and guidance.
- Restorative principles and practice are embedded within the curriculum and the general ethos and context in which the centre and outreach service works.
- Robust systems are in place for recording child protection issues, storing information and transferring records appropriately
- Safe recruitment and selection procedures are applied effectively and that training is undertaken as required.

- A safe and secure environment both for learning and working is managed effectively
- A Staff Code of Conduct is effectively monitored
- An awareness culture with well trained staff to identify and feel empowered to report concerns.

The Committee will receive termly reports demonstrating:

- How pupil and parent voice is incorporated in planning teaching and learning, managing behaviour and securing a safe environment for all.
- Review of recorded serious incidents, case studies and remedial action taken.

The Committee will be involved in self- assessment for safeguarding and promoting the welfare of all.

This committee will develop the skills through training for the effective involvement, ongoing development and management of Restorative, Principles / Practice and Safeguarding / Child Protection in the centre.

Wellbeing (defined as the quality of the experience of people's lives) is at the heart of the principles, practice and processes in the centre and we are committed to maintaining all aspects of wellbeing as outstanding.

COMMITTEE'S CONTRIBUTION TO SCHOOL SELF-EVALUATION

1. To review annually, in conjunction with the Head teacher, effectiveness and efficiency in relation to **leadership and management**.
2. To report the results of the review to the governing body, including any recommendations for policy changes and priorities for the next School Improvement Plan.

Knowsley Central School **Committee Structure 2016 – 2017**

4.6 QUALITY AND ACHIEVEMENT COMMITTEE

- Members:** At least 5 governors plus Associate Head teacher (associate member) (to be determined by the governing body)
- Quorum:** 3 governors plus Associate Head teacher (to be determined by governing body)
- Chair:** To be appointed by governing body
- Clerk:** To be appointed by governing body

Members

Debbie Buxton
Michelle Ditchfield
Jan Lee
Dawn Pye
Michelle Stevenson
Julia Taylor – Vice Chair
Chris Tynan - Chair

Associate Members by invitation

Julie King – Associate Head teacher
Paul Lambert – Assistant Head teacher
Daryl McConnell – Assistant Head teacher

Meeting dates for year

Minimum Termly – dates to be agreed by committee members

Chair Chris Tynan

Clerk Jayne Fishwick

Terms of Reference

The Quality and Achievement Committee is a sub-committee of Knowsley Central School's Governing Body. Membership includes teacher, parent, and co-opted members of the main governing body.

The purpose of the committee is to take an active role as part of the Knowsley Central School Team in ensuring that both the Quality of Teaching and Learning and the Achievement of Pupils is attained and maintained as **Outstanding**.

The Committee will receive reports on:

- The School Improvement Plan, which includes strategies for target setting to raise achievement and sets out measures to ensure that government standards are met in preparation for Ofsted Inspection and demonstrates plans for future development.
- Termly Reports on progress in Literacy, Numeracy and Basic Skills, including Targets, Standards and Achievement of Pupils and a continuing focus on wellbeing for all.
- Regular Reviews of the Performance Management programme to enhance and support the quality of teaching and learning.

- Evidence of assessment with the analysis of comparative data to ensure that challenging targets are set, standards are achieved and that progress is effectively measured and appropriately benchmarked.

The committee will meet at least termly prior to the meeting of the main governing body and the Chair / Vice-Chair will report the minutes of the sub-committee's discussion and actions taken to the main governing body.

The committee will undertake training and development as appropriate to enhance their role and responsibilities as members of the Quality and Achievement Committee.

Disqualification – none

***Delegated Powers**

Any delegated powers should be clearly stated and decisions taken reported back to the next governing body meeting, having due regard to matters that cannot be delegated to committees. (Approval of policies would be considered a delegated function)

Some governing bodies give this committee responsibility for monitoring the progress of the school development plan to assist the Headteacher in the preparation of the draft for consideration by the governing body. This is not detailed in the terms above and would require an additional terms of reference to be included. Likewise some governing bodies give responsibility to assist in the preparation of school targets.

COMMITTEE'S CONTRIBUTION TO SCHOOL SELF-EVALUATION

1. To review annually in conjunction with the Head teacher the effectiveness of the school's policies in relation to **achievement and standards** and **quality of provision**.
2. To report the results of the review to the governing body, including any recommendations for policy changes and priorities for the next School Improvement Plan.

Knowsley Central School **Committee Structure 2016 – 2017**

NOTE:

The following group is optional. However, the function it performs is an important one that key governors and Head teachers should carry out. The function could be carried out informally without the need for a committee, but the various 'working' committees would still need to be informed by reports from the informal group.

The key governors with the Head teacher would have a more strategic and co-ordinating role and would add to the effectiveness of the work of the governing body. Full meetings of the governing body, with their long agendas, do not allow sufficient time for this activity.

4.7 STEERING GROUP (OPERATING INFORMALLY – As required)

Members: Chair of Governors, Vice-Chair of Governors, Chairs of major 'working' committees and Head teacher

Quorum: Not applicable, but Head teacher presence essential

Delegated powers:

The group has no delegated powers. Its purpose is to better inform the deliberations of the governing body and its various committees. If this group is not in existence terms should be incorporated into the Governing Body terms of reference.

Terms of reference:

- Exercise oversight of the strategic planning and development work of the governing body and to advise the governing body and committees accordingly;
- Have oversight of and to co-ordinate the contributions of the governing body's committees to the formulation of the SEF and the School Improvement Plan;
- Consider any recommendations from committees, governors or the Head teacher with regard to the working of the governing body;
- Keep under review the governing body's Code of Conduct and statement on confidentiality;
- Be available at short notice as source of support and advice to the Head teacher;
- Keep under review governors visits to school.

Knowsley Central School **Committee Structure 2016 – 2017**

4.8 OTHER COMMITTEES DEALING WITH STATUTORY MATTERS

The following committees do not have a direct bearing on the SEF.

CAUTIONARY NOTE ON IMPARTIALITY

When appointing members to the committees in this section please consider whether it is advisable to appoint a governor who is paid to work at the school. Even if that governor has no direct prior involvement or previous specific knowledge, the likelihood is that the governor will have come into contact with the person who works or studies at the school and possibly formed some prior opinion about them. In these circumstances, it is difficult to justify impartiality to another party from outside the school. Given that the governing body must be able to clearly demonstrate that it has followed the principles of natural justice and fair play, it might be prudent not to appoint a governor who is paid to work at the school.

Another factor to consider is what effect will there be on future relationships within the school if a governor who works at the school has sat in judgement in a hearing about another person in the school?

4.9 HEARINGS COMMITTEE – STAFF DISCIPLINE

Note: the following committee models reflect the procedures which normally apply to all categories of school but voluntary aided schools may wish to adapt them to meet their own requirements:-

Members:

Three impartial governors excluding the Head teacher (NB. The number appointed to this committee directly affects the number required for an appeal committee) It is suggested that only experienced governors be appointed and consideration given if appointing Chair, who due to their role, will probably have prior knowledge of events.

Quorum: 3 governors

*Clerk – to be appointed by the governing body

Terms of reference:

- Make any determination to dismiss any member of staff (*unless delegated to the Head teacher*)
- Make any decisions under the governing body's personnel procedures e.g. disciplinary, grievance, capability, where the Head teacher is the subject of the action*
- Make any decisions relating to any member of staff other than the Head teacher, under the governing body's personnel procedures (*unless delegated to the Head teacher*)

Knowsley Central School **Committee Structure 2016 – 2017**

4.10 STAFF APPEALS COMMITTEE

Members: No fewer members (impartial governors) than first committee (see also note on membership of hearings committee)

Quorum: Three governors

Clerk: To be appointed by governing body

Terms of reference:

- Consider any appeal against a decision to dismiss a member of staff made by the first committee*
- Consider any appeal against a decision short of dismissal under the governing body's personnel procedures e.g. disciplinary, grievance, capability
- Consider any appeal against selection for redundancy
- Consider and decide upon any salary/pay decisions made by the first committee

Disqualification – The Head teacher, any members of the hearings committee

4.11 PUPIL DISCIPLINE COMMITTEE

Members: 3 governors (excluding the Headteacher and any governor with prior knowledge of pupil or incident)

Where it is anticipated the committee may meet regularly, members could be drawn from a panel of available members of the governing body, to be called on a rota basis in alphabetical order, subject to availability.

Quorum: 3 governors

Clerk: To be appointed by governing body

Terms of reference:

- Operate within the statutory procedures relating to pupil exclusions, in particular to consider any representations about fixed term exclusions of between 5 and 15 days in one term, and
- Consider fixed term exclusions of more than 15 days in one term (including exclusions which in aggregate come to more than 15 days) and permanent exclusions.
- Review the School Behaviour and Discipline Policy, and make recommendations on changes, to the governing body or relevant committee in light of decisions made.

Knowsley Central School **Committee Structure 2016 – 2017**

4.12 COMPLAINTS COMMITTEE

Members: At least 3 governors (not to include anyone with prior knowledge of the matter to be discussed)

Quorum: 3 governors

Chair: To be appointed by committee

Clerk: It is recommended that the committee be professionally Clerked either by Clerk to governors or external Clerk

Terms of Reference:

- Act in accordance with School Governance Regulations and other legislation affecting the conduct and responsibilities of school governing bodies;
- Consider complaints in accordance with the Schools agreed Complaints Procedure;
- Advise the governing body of decisions taken within the powers delegated by providing feedback (minutes of meetings etc to remain confidential)

Disqualification – The Head teacher, any governor with prior knowledge of the matter to be discussed

4.13 PUPIL ADMISSIONS COMMITTEE - (Voluntary Aided and Foundation School only)

Not required

4.14 HEADTEACHER'S PERFORMANCE MANAGEMENT REVIEW GROUP

Members: 3 governors

Karen Little
Julia Taylor
Margaret Hope

Quorum: Minimum of 2 suggested

Terms of reference:

- Arrange to meet with the School Improvement Partner (SIP) to discuss the Head teacher's performance management and review in accordance with current regulations;
- To decide, with the support of the SIP, whether targets have been met and set new targets annually;
- Monitor throughout the year the performance of the Head teacher against the targets;
- Make recommendations to the pay review committee (or pay review sub committee, whichever system is adopted) in respect of pay progression for the successful meeting of targets set.

Disqualification – staff governors

Knowsley Central School **Committee Structure 2016 – 2017**

4.15 SELECTION PANEL FOR THE APPOINTMENT OF HEAD TEACHER AND ASSOCIATE / DEPUTY HEAD TEACHER

Members: To be agreed

Quorum: at least 3 governors

Clerk: To be appointed by governing body

Terms of Reference and Delegated Powers:

- Act in accordance with the School Government Regulations, the Term of Reference Regulations and other legislation affecting the conduct and responsibilities of School Governing Bodies;
- Appoint a Chair at the first meeting, unless appointed by the Governing Body;
- Decide criteria for the post, consulting as appropriate with governing body and LA;
- Make necessary arrangements for advertising the post;
- Shortlist candidates for interview;
- Interview and recommend a suitable candidate to a meeting of the Governing Body for appointment;
- Liaise with Local Authority – the Executive Director of Children and Family Services (or his nominated representative) has a statutory right to be present and duty to give advice at all meetings of the selection panel. The selection panel has a duty to consider such advice;

NB. This panel is **required** to be established to consider each appointment of Head teacher / Associate / Deputy Head teacher. **A meeting of the full Governing Body will be required to approve the recommendation**

4.16 DELEGATION OF RESPONSIBILITY TO INDIVIDUALS

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference having regard to restrictions on delegation.

Terms of reference:

- Liaise with the appropriate member(s) of staff;
- Visit the school with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the School
- Regularly report to the Governing Body, the relevant committee or the Steering Group, whichever the Governing Body deems most appropriate, on developments and progress within their area of responsibility
- Raise the profile of the area of responsibility when related matters are considered by the Governing Body
- Attend training as appropriate